



TITLE:

# Cover, Contents, Programme

AUTHOR(S):

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CITATION:

Cover, Contents, Programme. The Self, the Other and Language :  
Dialogue between Philosophy, Psychology and Comparative Education  
2009

ISSUE DATE:


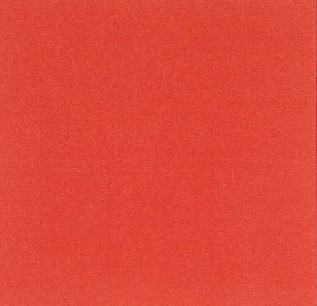
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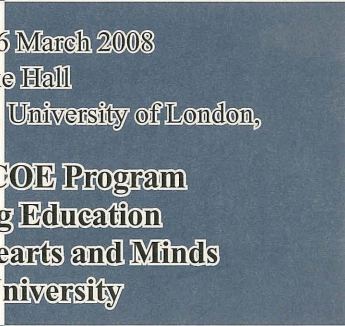
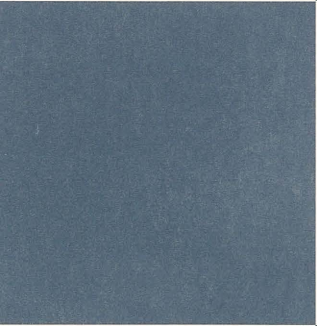


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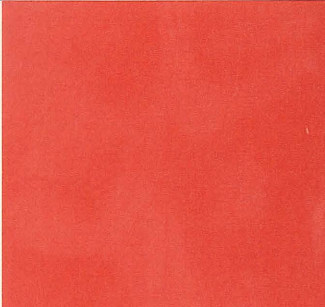
**The Self, the Other and Language:  
Dialogue between Philosophy, Psychology  
and Comparative Education**



25 March- 26 March 2008  
Clarke Hall  
Institute of Education, University of London,



**The Global COE Program  
Revitalizing Education  
for Dynamic Hearts and Minds  
Kyoto University**



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**The Self, the Other and Language:  
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**Kyoto University**

**\*This work was supported by Grant-in-Aid for Global COE (Centers of Excellence) Program (D07) by Japan's Ministry of Education, Culture, Sports, Science, and Technology.**



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## Programme

### The Self, the Other and Language: Dialogue between Philosophy, Psychology and Comparative Education

Tuesday, 25 March- Wednesday, 26 March 2008

Clarke Hall  
Institute of Education, University of London,  
20 Bedford Way, London WC1H0AL

I. Beyond the Self		II. Language, learning and identity	
	Tuesday March 25		Wednesday March 26
9:00	Welcome: Paul Standish and Masuo Koyasu		
9:15	<b>Paul Standish &amp; Naoko Saito</b> Introduction to <i>Beyond the Self</i>	9:15	<b>Masuo Koyasu</b> Young children's development of understanding self, other, and language  <b>Jan Derry</b> Brandom, Vygotsky and Psychology
10:45	Coffee break	10:45	Coffee break
11:00	<b>Nobuhiko Itani &amp; respondent: Ian Munday</b> "Beyond the Self" as a Goal of Education: Heidegger's Philosophy and Education in the West and in Japan  <b>Tatsuya Ishizaki &amp; respondent: Moyra Fowler</b> Critical consideration on the notion of "language" and "beyond": "Beyond the Self" and the issue of "transcendence" in Emmanuel Levinas	11:00	<b>Ruth Cigman</b> Self-Esteem and Education  <b>Manami Ozaki &amp; respondent: Nadine Cartner</b> Spiritual Health Education: Restoration of Connectedness with Others, with Nature, and/or with the Transcendent
12:30	Lunch meeting	12:30	Lunch meeting
2:00	<b>Michael Bonnett</b> Education and the Self  <b>Mitsutoshi Takayanagi &amp; respondent: Amanda Fulford</b> The Economy of <i>Beyond the Self</i> : Teacher Education in and as Higher Education	2:00	<b>Michael Hand</b> Should patriotism be taught in schools?  <b>Riho Sakurai</b> The Potential of Non-Formal Education through Community Learning Centers throughout the World to Encourage Basic Literacy, Personal Development, and Societal Inclusion
3:30	Coffee break	3:30	Coffee break
3:45	<b>Hanako Ikeda &amp; respondent: Fiona Brettel</b> The Concept of Attention in Simone Weil: The Pure Eyes for Nothing  <b>Yasuko Miyazaki &amp; respondent: Jade Nguyen</b> Children's experience of "beyond the self" and the rustle of language in Georges Bataille	3:45	<b>Yuki Ohara &amp; respondent: Shilpa Sharma</b> Language and the Formation of Self-Identity: The Case of "Dalits" in India  <b>Katsura Saito &amp; respondent: Anna Kouppanou</b> Language minority students and parent-school partnerships
5:15	<b>Atsuko Tsuji &amp; respondent: Anna Strhan</b> Writing and experience: reading Walter Benjamin's "Franz Kafka"	5:15	Conclusion - Paul Standish and Naoko Saito
		5:30	End of conference
7.30	Dinner		





## Notes on Contributors

**Michael Bonnett** is Senior Research Fellow at the Institute of Education, University of London, and Reader in Education at the University of Bath. He is the author of *Children's Thinking: Promoting understanding in the primary school* (London: Cassell, 1996) and *Retrieving Nature: Education for a Post-Humanist Age*, a Special Issue Monograph of the *Journal of Philosophy of Education* (2003, 37.4). He is a leading figure internationally in the philosophy of education and the environment.

**Fiona Brettel** is an MA student at the Institute of Education, with particular interests in the work of Simone Weil. She is a teacher of art and a practising artist.

**Nadine Cartner** is a research student at the Institute of Education. Her main research interest is in the theme of empathy, which she is pursuing with some reference to cases of autism. She works in the further education sector. In recent years she has been Editor of the Newsletter of the Philosophy of Education Society of Great Britain.

**Ruth Cigman** is Senior Research Fellow at the Institute of Education, University of London. Her main research interests are in: moral psychology and moral education; ethical perspectives on the self and learning; special educational policy and the philosophy of inclusion; medical education, particularly the teaching of ethics to medical undergraduates. She is Joint Editor of *Impact*, a policy-related pamphlet series, and co-editor of *Included or Excluded? The challenge of the mainstream for some SEN children* (2006, London: Routledge).

**Jan Derry** is Senior Lecturer in Philosophy of Education at the Institute of Education and Project Leader of the Philosophy of Technology-Enhanced Learning SIG funded under European Framework 6 Network of Excellence Kaleidoscope. Her principal research interests are in: the philosophical presuppositions of the post-Vygotskian research field and their implications for theories of mind and activity; the inter-relation of pedagogy and knowledge; professional knowledge and judgment; concept development; and the philosophy of technology mediated learning.

**Moyra Fowler** is Senior Lecturer in Engineering at the University of Hertfordshire and a PhD student at the Institute of Education, where she is studying questions of higher education in relation to the work of Levinas.

**Amanda Fulford** is Senior Lecturer in Education at the University of Huddersfield and a research student at the Institute of Education, University of London. Her research, which is informed by the work of Stanley Cavell, is focused on the idea of literacy, with reference to the rise and influence of New Literacy Studies.

**Michael Hand** is Senior Lecturer in Education and Director of Postgraduate Research Programmes at the Institute of Education. He is Secretary of the Philosophy of Education Society of Great Britain. He is interested in a broad range of topics in philosophy of education, including the nature and aims of religious education, the justifiability of faith schooling and religious upbringing, the defensibility of autonomy as an educational aim, the possibility of teaching philosophy to children, and the usefulness of the concept of intelligence. His most recent work is on the teaching of controversial issues and on the distinction between what should be taught directly

*and what non-directively, particularly in the moral sphere. He has taken such topics as homosexuality and patriotism as his test cases in trying to develop coherent policy proposals in this area*

**Hanako Ikeda** is a graduate student at Kyoto University. Her main interests are in the work of Simone Weil, with particular reference to the concept of attention, which has been the focus of her research since her graduation thesis.

**Tatsuya Ishizaki** is a graduate student at Kyoto University, and his main interests are in the work of Emmanuel Levinas. He also teaches part-time at a nursing school and at a correspondence high school, where he has a special responsibility for supporting students with special needs.

**Nobuhiko Itani** is a research associate at Kyoto University. The main purpose of his research is to investigate the possibility of ontological education, reconsidering Bollnow's educational theory. This is related to the deconstruction of education as utilization.

**Anna Kouppanou** is a graduate student at the Institute of Education. Her particular interest is in the nature of being in the world of the Internet, which she is pursuing with reference to Heidegger. She is the author of children's books.

**Masuo Koyasu** is Professor of Psychology and Sub-Dean of the Graduate School of Education, Kyoto University. He also holds a position as the project leader of the Global COE Program Revitalizing Education for Dynamic Hearts and Minds (2007-2012). His research interests have focused upon how young children develop an understanding of other minds. His early work was concerned with children's abilities in hypothesis-testing, understanding non-literal expressions, perspective-taking, and drawing. He is the author of over 170 publications, including books, book chapters, and psychological articles.

**Yasuko Miyazaki** is a research associate at Kyoto University, and a special shared researcher at the International Research Center for Japanese Studies. Her main interests are in the work of French thinker Georges Bataille (1897-1962). She tries to find and talk about his thoughts in educational contexts. She also teaches part-time at Kobe College.

**Ian Munday** is a lecturer in philosophy of education at the University of Cambridge and a PhD student at the Institute of Education. His research interests are in performativity and performatives, with reference to the work of J.L. Austin, Judith Butler, Stanley Cavell, Gilles Deleuze and Jacques Derrida.

**Jade Nguyen** is an MA student at the Institute of Education. Her research interests concern the existentialist and phenomenological traditions and the theme of authenticity.

**Yuki Ohara** is a Research Fellow of Japan Society for the Promotion of Science. She is in her second year of the Ph.D course of Comparative Educational Policies at Graduate School of Education, Kyoto University. Her main interest is the India's Educational System, particularly in the role of Unrecognized School in EFA. She is

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**Manami Ozaki** is a graduate student at the Department of Human and Environmental studies in Kyoto University, where she studies spirituality from psychosomatic perspectives. She teaches psychology at several universities and dance as a tool to restore spirituality. Her background includes health education, public health, body-mind medicine, psychiatry, transpersonal psychology and orthodox psychology.

**Katsura Saito** is a graduate student at Kyoto University, specializing in comparative education. She has a particular interest in language and education.

**Naoko Saito** is Associate Professor in the Graduate School of Education at Kyoto University. Her primary areas of scholarship are philosophy of education and American philosophy. Her main interests are in the work of John Dewey, Ralph Waldo Emerson, Henry David Thoreau and Stanley Cavell. Her main publications include *The Gleam of Light: Moral Perfectionism and Education in Dewey and Emerson* (New York: Fordham University Press, 2005) and the Japanese translation of Stanley Cavell's *The Senses of Walden* (Tokyo: Hosei University Press, 2005).

**Riho Sakurai** is a post-doctoral researcher in the Graduate School of Education at Kyoto University. Her main scholarly interests are comparative education and education in developing countries, including such themes as child labour and youth employment and their effects on academic achievement. She has worked as a compulsory school teacher at a Japanese school in Mexico before she started graduate studies in the U.S., majoring in comparative and international education. She also worked as an educational consultant at UNESCO headquarters, Paris.

**Shilpa Sharma** is a doctoral student at the Institute of Education. Her current research is looking at notions of character and character education and its implications for school education.

**Paul Standish** is Professor of Philosophy of Education at the Institute of Education. His recent publications include *The Therapy of Education: Philosophy, Happiness and Personal Growth* (Basingstoke: Palgrave Macmillan, 2007), co-authored with Paul Smeyers and Richard Smith, and *The Philosophy of Nurse Education* (Basingstoke: Palgrave Macmillan, 2007), co-edited with John Drummond. He is Editor of the *Journal of Philosophy of Education*.

**Anna Strhan** is a research student at the Institute of Education. Her main research interest is in the work of Emmanuel Levinas. She is also a teacher of religious studies at a secondary school in London.

**Mitsutoshi Takayanagi** is a graduate student at The Graduate School of Education, Kyoto University, and he has been appointed to the position of Research Fellow of the Japan Society for the Promotion of Science from April, 2008. His academic interests are in Stanley Cavell's Emersonian Moral Perfectionism and teacher education. He is the author of *'Transforming the Profession of Teaching in a Changing Society:*

*Teaching as Philosophical Inquiry and Stanley Cavell's The Senses of Walden'*, Educational Studies in Japan, 2, 95-105.

*Atsuko Tsuji* is a graduate student at Kyoto University, who for the past nine months has been studying at the Institute of Education, University of London. Her main research interests are in the work of Walter Benjamin and his concept of experience.

PART I

# BEYOND THE SELF



PART II

LANGUAGE, LEARNING AND  
IDENTITY





# Reflections on the Colloquium

at IoE



Participant



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**Publisher:** Masuo Koyasu (Leader, The Global COE program, “Revitalizing Education for Dynamic Hearts and Minds”)

**Publishing date:** February 20, 2009

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**Editorial Team:**

Editor: Naoko Saito

Associate Editor: Riho Sakurai

Assistant Editors: Yuki Ohara and Katsura Saito

Cover Design: Hanako Ikeda and Yasuko Miyazaki

Printed and bound in Japan by SHORAISHA CO., LTD.